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The Normal Red Letter, volume 4, number 3, December (1902)

Moorhead Normal School

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E. T. Reed

The Normal Red Letter

VOLUME IV.

State Normal School, Moorhead, Minnesota, December, 1902.

No. 3



SUPT. LAFAYETTE BLISS, WASECA.

THE SUMMER SCHOOL CRUTCH.

A crutch is a staff used to support the lame in walking. There is much lameness in the world. There is much lameness in all departments of school work. There are lame teachers, lame superintendents, lame students, and lame members of school boards. Some have grammatical lameness, some have a game historical arm or leg, some limp with arithmetical lameness, some hobble along with geographical decrepitude, and a few have a chronic educational lag in all fours. Then again there are many who are not lame at all. As long as there are severe cases of lameness there will be crutches to assist in a progressive onward motion in the direction we wish to go. Because of the lameness known and acknowledged to exist in the preparation of rural school teachers for their work, the Summer School Crutch was introduced into our state school system, and whatever may be said against its use, there has been better, more active and straighter walking, and less educational limping than before the crutch was used. However, the crutch must not be relied upon to such an extent as to make the lameness chronic, which it was intended to help cure.

* * *

Some months ago I chanced to have conversation with a gentleman who is highly regarded in educational circles in this state. Our conversation settled down to a discussion of Summer Schools in general and Minnesota Summer Schools in particular. He said that he thought Summer Schools came at the wrong time in the year, and that they would be much improved if they came in the winter. He said that it was too hot in summer to do any kind of intellectual work; that all teachers need rest at that time; that the summer schools afford a good opportunity for an outing to the favored instructors who get their names on the list in various ways, and that the schools are quite extensively used as such throughout the state; that the work done in many of them is superficial; that instead of raising the educational standard they lower it; that so many summer schools are run in such a haphazard, infor-

mal, unorganized way, and then are praised as being good schools that many rural school teachers get a wrong impression of what constitutes a good school both in manner and method; that he was opposed to summer schools because "they are not profitable." He cited one case where a conductor had spent the month mainly in drilling the school to give a theatrical play at the close, instead of having classes drilled in reading, arithmetic, geography, history, and spelling, which training was much needed in that county; and another case where the conductor was an expert jig dancer, and had been accustomed to while away the dull summer afternoons by dancing jigs on the teachers' table in the high school room, for the benefit of the summer school girls. He said that as a rule instructors do as little work as possible and get away as soon as possible from the town where the school is held. He thought that the opportunity, given by the summer schools to girls intending to study in rural schools, of hastily running over subjects just before a teachers' examination, in many cases, keeps them from taking a good course of study in a Normal or High School. He cited the fact that the summer schools have no course of study, and hence lead to nothing, and that no credit can be given for work done therein. He ended by saying that he had grave doubts about the four weeks' summer school producing better results than the one week of institute work, when that work was led by James T. McCleary, T. H. Kirk, and C. W. G. Hyde. He said that there was a vim, a breeziness and an enthusiasm inspired by those institutes that are lacking in the Summer School.

* * *

I made a general demurrer and a vigorous protest against the opinions advanced in regard to the summer schools. The work in our summer schools needs intelligent criticism, and the several hundred intelligent, self-sacrificing, inspiring workers, court reasonable and constructive criticism, but the carping, destructive, fault-finding that has of late become all too common is not needed, and does no good. It is unwarranted by the facts and is entirely unjust.

Having conducted several of these schools in different parts of the state and having visited as inspector for two years many of these schools, scattered as they have been from Duluth and Hallock in the north to Winona and Luverne in the south, I may be said to have had a fair and adequate opportunity to form a just estimate of the work done in the summer schools, as to organization, subjects studied, program, methods, quality of work, spirit, adaptability to local needs, and results.

* * *

Let me give a picture of some of these schools drawn from my field notes, made while I was inspector of summer schools. I will select schools in different parts of the state:

SCHOOL NO. 15.

The students of this school seemed not to have done much formal, technical work in

Grammar before coming to the summer school. The instructors in both Arithmetic and Grammar seemed to have been working in the right way, and with proper methods, but the students with whom they were working simply did not know the fundamentals, and had not had the proper previous training. The school was not well organized, and only the work in U. S. History and Reading saved it from being a conspicuous failure. I believe the best summer school conductors are to be found among the city school superintendents who have to their credit considerable experience in organizing schools. A feature of this school was the informality with which everything was done. There was not even a formal closing of the day's session. The students commenced to go home a little after ten o'clock, and finally the school fizzled out at 12:30 o'clock for the day. This school was a type of all schools under county superintendents who have not energy, and enthusiastic interest in the work. There was a common-placeness about everything attempted that did not promise large results.

* * *

SCHOOL NO. 22.

This school was well organized, and there was a spirit of earnestness manifested by instructors and students that was very gratifying. The scholarship of this school was strong. The conductor of this school has led several consecutive summer schools in the county in question, and there seemed to be a continuity, purpose, and plan running through the work for at least four years. The county superintendent had a lively interest in all that was going on, and her presence was felt and appreciated.

The conductor had classes in Arithmetic, Geometry, Physics, Civics, and American Literature. He was very painstaking, accurate, earnest and persistent. There was a scholarly nicety about all the work of his classes that bespoke the grasp of an educator. He occasionally gave an evening lecture to the school and made use of the newspapers in discussing school matters. All his work was excellent.

The First Assistant had classes in Reading, Grammar, Drawing Methods, and Geography. She is a teacher of long experience, but her usefulness in a summer school is greatly impaired by her tendency to talk too much. She talks nearly all the time, when before her classes, and keeps up such a "flutter and buzz" that a recitation on the part of a student is impossible. She exhibited a lack of professional accumen, and she seemed not to approach her subjects with a due appreciation of comprehensiveness. However, she was cheerful, enthusiastic, and at times interesting.

The Second Assistant taught History, Composition, Algebra, and Physiology. He is a bright young man. He is a good instructor and a good man to have in a training school. His spirit, manner, and methods were excellent.

The Third Assistant had two classes in music, a chorus, and devoted an hour to a model class in the third reader grade (fourth

year pupils). Especially valuable was her work in this third reader grade with the language work, arithmetic, geography, and spelling. The work of this fourth year of school is the poorest of the whole course in most country and city schools. Anything that will throw light on how to give instruction to pupils of this age should be hailed with delight. This attempt was in a large measure successful.

A feature of this school was the enthusiastic round table meeting of district school officers about the middle of the session. The county superintendent, by writing personal letters inviting these officers, succeeded in getting 52 of them together. To those who have ever attended an old fashioned Methodist Camp Meeting, the complexion and coloring of this district school officers' round table will come vividly to mind. I said to myself, for I was present and took a little part in these discussions and experiences, that real life is ahead of schools and learning after all. Why would it not be a good idea to have one such meeting of teachers and school officers each year in every county in the state and have it on Sunday if necessary? What we need is a spiritual and moral awakening, as well as intellectual improvement. Our great danger in public school work is that of dying with scholastic and pedagogic dry rot.

* * *

SCHOOL NO. 43.

This school did a high grade of work, and while not a large school was fully up with the best schools in all essential particulars. The instructors were well articulated, supplementing the work of each other nicely, and the students were intensely interested in their work. The attendance was excellent and there was practically no tardiness. Wide-awake answers were given to my questions, and while the fact was not lost sight of, that state teachers' examinations were to follow this summer work, much was done to broaden the students in all subjects. Only instructors of known scholarship and aptness to teach should have a place in our summer schools. I was interested in some remarks the conductor of this school made in regard to a quite common habit among summer school instructors of talking too much in their classes. Said he: "They do not give the student-teachers a chance to work and to recite. The real test of a teacher's professional ability is not what she can do herself, but what she can teach and inspire her pupils to do, or recite or know. I find that when the instructors do not let the pupils work for themselves there is a lack of interest. Close logical work in a subject seems to generate interest in that subject, particularly, where the student does the work." Another criticism he made on the Summer School conductors was that they do not seem to value organization in a school sufficiently.

* * *

The summer schools are doing efficient service in raising the standard of work in the rural schools. I can see a marked improvement in the quality of school work in those counties where five or more summer schools have been held since 1892.

* * *

The county superintendent and the faculty make the Summer School. Much more depends upon the energy, interest and intelligent helpfulness of the county superintendent than some suppose.

The work in the summer schools should be articulated with the general school system by giving credits for work done in them. These credits should be determined upon the basis of five terms of four weeks each, and a like amount of work done between terms under the direction of the conductor of the school. These credits when secured, should be honored by the High Schools, Normal Schools, and University, at their face value.

* * *

As far as possible the same faculty should be sent to a given county for a number of successive schools. This faculty should have in mind the ends to be attained by the school, and hence they would plan and carry out a course of study covering the five summer terms of work. These courses need not be pursued in a uniform way throughout the state.

* * *

The student-teachers in the summer schools have a right to the best instruction the state of Minnesota can furnish. Instructors should be chosen because of their experience along professional lines. They should be capable of teaching certain subjects in an expert manner.

* * *

Every Summer School should have a model school. The model school should have classes doing the work of the first three grades, if possible. The primary grade is now taught in the rural schools better than the third-reader grade. The third-reader grade is the critical point at present. Where possible the model school teacher should be a local teacher, as the parents in any community can be more easily interested in a Summer School by a good local teacher than by a stranger.

The county superintendent and the model-school teacher should have the children for the model school looked up before the Summer School begins.

* * *

The conductor should meet the county superintendent of the county where the school is to be held some days before the school opens to arrange for the proper organization of the school. The newspapers of the county should be freely used in making announcements.

* * *

The weakness of the work in many of the summer schools arises from a lack of proper organization and the proper kind and amount of school machinery. The conductor should be not only a skillful teacher, but a person of known executive ability with the courage and persistence necessary to maintain the organization of his school.

* * *

There should be some uniformity in all the summer schools of the state in the teaching of certain things that are apt to be taught in different ways, and the questions in the state teachers' examinations should be framed to cover, in some respect, the work done in the summer schools.

Carletonia devotes considerable space to an interesting account of the founding of Carleton College and its development during the thirty-five years of its existence. Special exercises were arranged for Oct. 2, in commemoration of Prof. Horace Goodhue's thirty-fifth year in connection with the college.

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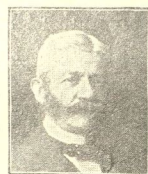
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RHETORICALS.

The sweetness, the grace, the laughter and the tenderness so characteristic of Eugene Field, were portrayed with rare skill by those who rendered the program at the Congregational church November twenty-fourth. Such traits of human nature, in its most lovable and winning child-like moods, are common to all humanity; and hence are more widely appreciated than others that are more subtle and complicated.

Following is the program in full:

1. Chorus—Lightly My Bark.....Minard Seventh and Eighth Grades.
2. Biographical Katherine McNeice.
3. Reading—(a) The Bow-leg Boy,
(b) Two Little Skeezucks
Daisy Viets.
4. Reading—Ludvig and Eloise Anna Anderson.
5. Solo—Wynken, Blynken and Nod.. De Koven
Florence Neal.
6. Reading—Our Whippings Alice Crummett.
7. Reading—The Old Man Alice Hendrixson.
8. Quartette—Little Boy Blue.....Parks Dora Hanson, Bessie Van Houten, Margaret Higbee, Winnifred Jones.
9. Reading—(a) Bill's Tenor and My Bass
(b) Jennie Esther Thompson.
10. Reading—Two Dreams Grace Plowman.
11. Double Quartette—Peggy Midlinger Misses Hanson, Crummett, Neal, Lundquist, Kinyon, Staples, Hannay and Jones.

A houseful of people listened to the program and declared it one of the most entertaining and successful ever given by the school.

PERSONALS.

Hannah Boe's mother spent Nov. 3 with her daughter.

Clara Hiller gave a birthday dinner to a few of her friends Nov. 2.

Edward Hiller of Wheaton called on his sisters, Clara and Tillie, election day.

The Misses Ray of N. D. U. visited with their cousin, Esther Thompson, at Wheeler Hall, Saturday, Nov. 8.

Katherine McNiece and Charlene Child were the guests of their Fergus friends during Thanksgiving vacation.

Miss Dow spent her Thanksgiving recess in the Twin Cities, and Miss Osden spent part of hers at Casselton.

Mrs. Mudgett, who has a position in the capitol building at Bismarck, N. D., visited her daughter Ethel at the Normal in November.

Eleanor Rushfeldt, who was obliged to spend two weeks at her home in Hawley on account of illness, resumed her work in school Nov. 11.

Anna Sutter attended her sisters' wedding at Red Lake Falls and became so absorbed in the festivities that she missed the train the day she was to return.

Martin Casey received a telegram Nov. 19, informing him of the serious illness of his brother-in-law and asking him to come to Crookston at once.

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President Roosevelt delivered the address at the dedicatory services of the new central high school for boys in Philadelphia on November 22.

Swarthmore College, near Philadelphia, one of the vigorous small colleges of the Keystone state, held the installation ceremonies of its new president, Joseph Swain, LL. D., on Saturday, November 15th.

The overseers of Harvard University recently announced the endowment of a chair of comparative anatomy, in the sum of one hundred thousand dollars, by James C. Stillman, president of the National City Bank of New York.

The trustees of Oberlin College, at their annual meeting on November 19th, elected Dr. Henry Churchill King as the new president of the institution. It will be recalled that the presidency became vacant last summer upon the death of the renowned John Henry Barrows.

The little town of Boulder, Colorado, was a scene of great gaiety on the 15th of November, when the University of Colorado celebrated its quarto-centennial. President Schurman of Cornell was the chief orator of the occasion. His address was forceful and scholarly, its chief plea being culture for its own sake.

The papers of the state have waxed merry over President Cooper's explanation of the decreased attendance in the southern normal schools of the state on the ground of an increase in the number of opportunities for desirable matrimonial alliances. Too much prosperity is not good, even for the public schools.

President Harper, of the University of Chicago, is said to be planning for the expenditure of four or five millions of dollars for new buildings within the next year or two. Among the new departments under contemplation is a school of technology. The proposed buildings, together with those in the course of construction and those now in use, will make Chicago the most completely housed university on the continent.

Newspaper reports indicate that the meeting of the Southeastern Minnesota Educational Association at Red Wing on Nov. 22 was a very interesting session. Industrial education was the chief topic under consideration. Other subjects were presented by Miss Adelaide Holton of Minneapolis, Inspectors Aiton and Rankin, Professor West of the University, and others. President Millspaugh of the Winona Normal School was elected president of the association.

Governor Taft has notified the registration office of Yale University that the brother-in-

law of the solicitor general of the Philippine Islands is on his way to America in order to pursue a course of study in the law school of that institution. This is evidence that not only our elementary teachers in the islands, but also our higher institutions at home, are to contribute their share toward the establishment of an intelligent basis for self government among the natives.

As a supplement to our editorial in the last issue of the Red Letter concerning the need of domestic economy in the secondary and higher education of women we have the recent announcement of Commissioner O'Donnell, of the state labor bureau, showing the enormous increase in the proportion of women, as compared with men, in occupations requiring skilled labor. In general, the announcement shows that in the state of Minnesota, the number of male workers increased 6 per cent from 1890 to 1900, while in the same period the number of female workers increased 74 per cent. And meanwhile our homes are being desolated, and the problem of home-making and housekeeping has become the most serious of the age.

As if in answer to the complaint concerning the dearth of training in domestic economy, in the last issue of the Red Letter, we are enabled to announce that within the past few weeks an industrial school has been opened in connection with Christ Church, St. Paul. Sessions are held every Saturday morning, and the emphasis, for the present, is placed on the two lines of sewing and practical housework. The school starts its career with a faculty of twelve teachers and others will be added as the necessity arises. Viewed in the light of the enormous work to be accomplished in this sphere, this seems like a slight beginning, but it is prophetic of greater events to come. It shows, at least, the dawning consciousness of the great need of such training, and when this consciousness has become more comprehensive and intense, more adequate means for the satisfaction of the need will undoubtedly be found. All thanks to the good women who have made this beginning!

The most interesting feature of the biennial report of President Auker of the Normal School Board, submitted several weeks ago, was the recommendation that a separate board of control be created for the educational institutions of the state. He points out the folly of having the Normal Schools managed by two independent and mutually exclusive boards and concludes as follows:

"The language of the act clearly makes such dual management impossible. The experience since that time fully satisfies us that the normal schools should now, by proper legislation, be wholly relieved from the board of control. It is believed, however, that the principle of placing the charitable institutions under the control of such board has been amply justified and that a board similarly constituted should now be provided for all the purely educational institutions. Separately, their interests conflict—together they will better serve the purposes of their creation. It is not to be expected that such important institutions will receive the care they demand from merely honorary officers meeting infrequently and serving without compensation. A state board of education, therefore, having the control and management of all the purely ed-

ucational institutions, would insure not only a more systematic relation of all the institutions, but a wiser and more economical administration."

A Serious Problem.

The stress of active business and professional life is being felt by schools of all grades more and more each year. Not only is the demand being made for a better quality of instruction, but it is now supplemented by the urgent exhortation that school courses be shortened. Every day we hear complaints from business men that the young men entering their offices from our high schools are deficient in the most elementary requirements of business life. Every report of a school superintendent, by the small number of boys found in the high school and upper grades, only impresses us more emphatically with the unfortunate fact that the trades and other industries are constantly recruiting their ranks from boys who should have several years more of school training. The growing demand of the professional schools that college courses be abbreviated in order that candidates may be admitted at an earlier age to their technical training and thus begin their professional careers so much sooner, has produced one of the most serious of the contemporary problems of higher education. This problem has occupied a prominent place in the deliberations of the officers of Harvard, Brown, Pennsylvania, and Columbia and other Universities within the last few months. And finally comes the announcement that the increased demand for naval officers has made it necessary to reduce the course of training in the United States Naval Academy at Annapolis from four to three years. Where will the movement end? Will the further development of our commercial and political interests demand a further shortening of the school course, or will the time come when the firm establishment of these expanding interests on a permanent and stable foundation will permit, if not demand, a longer period of scholastic preparation and greater maturity of those who are to become their promoters. It is to be hoped that the latter suggestion may become the reality. Immaturity and half-developed efficiency can never produce complete or lasting results. But whatever solution may ultimately be reached, it is evident that in this condition the educators of this generation, and of those that are to follow, have a problem to challenge their most careful and deepest thought.

On the Death of Emerson E. White.

Another of the noble characters whose efforts made the educational development of the last quarter century notable has gone to his reward. On October 21st, at his home in Columbus, Ohio, the death of Dr. Emerson E. White brought to a close an influential career. These past months have wrought irreparable havoc in the fore ranks of educational leadership. Hardly more than a year ago, the venerable Hinsdale closed his labors; in the early months of the present year the inspiring utterances of our magnetic, great-souled Parker ceased to be heard; and now we are called upon to mourn the death of the thorough, conservative, but eminently safe White. All these were men of world-wide fame; all had devoted their maturest years to public education; all had contributed liberally to the

impulse which quickened the educational life of the past generation; and yet each was different from the others, and left a different heritage. No doubt all had past the period of greatest productiveness and influence and had been displaced, to some extent, by younger leaders; but to the very end their opinions were received with genuine consideration, and they were honored and revered as Nestors of the profession.

Doctor White was about seventy-three years of age at the time of his death. His whole life was a course of strenuous activity. Equipped with a self-acquired college course, he began his life work as principal of a grammar school in Cleveland, Ohio, whence he was called to the superintendency of the public schools of Portsmouth, in the same state, about 1856. He afterwards filled successively the positions of State School Commissioner of Ohio, editor and publisher of the Ohio Educational Monthly, president of Purdue University, and superintendent of the public schools of Cincinnati. He was an early member and life director of the National Educational Association, and the author of the congressional bill which established our National Bureau of Education.

But Doctor White's most lasting influence was exerted through his public lectures and his widely read books. As an institute instructor he was always popular and effective, and was in great demand throughout all the eastern states, though he owed his power in this capacity more to his quiet manner and convincing logic than to any pedagogic fervor or personal magnetism. His lectures, like his books, were systematic, unpretentious, and conservative; and like them they never failed to produce a lasting effect. He was opposed to many of the more radical theories of modern pedagogy, but was never at a loss for arguments to support his objections. And in all his speaking and writing he was fair and considerate. His series of pedagogical books including the "Elements of Pedagogy," "School Management" and "Art of Teaching" enjoyed a large circulation, and reached a class of readers who were eager to profit by their instruction. It is hardly going beyond the limits of truth to say that his three volumes for teachers have done more to improve the conditions of education in rural communities than any other books known to the profession. He told young teachers what they most needed to know to meet present conditions, rather than inspiring them with visions of what should obtain in a future ideal state. Herein lies his greatness.

Doctor White was not a reformer, an enthusiast, or even a popular leader. But in his quiet way he added much to the substantial, wholesome, permanent advance in the education of his day. And when the educational history of this age shall be written hereafter, not least or last among the names that adorn its pages will be that of Emerson E. White of Ohio.

ALUMNI.

Ivy Wagner, '00, is captain of the basketball team at the U. of M.

John Clausen, The Magnificent, '01, is having a "magnoshus" administration at Magnolia, Minn.

Syvret Kjelsness, '00, has dropped his work at the law department of the state university and entered the railway mail service.

Henry Mackall, '02, spent the week of Thanksgiving with his father in this city and made himself agreeable by frequent calls at the Normal and Wheeler hall.

The people of Otter Tail county have again shown their unqualified endorsement of Miss Goetzinger's work as county superintendent by re-electing her without opposition. Edward Parkhill will continue to be her assistant.

Leonard Ericksson, '00, who worked the political wires so energetically during his five years at the Normal, has been continuing his activities in this line as secretary to Hon. Andrew Grindeland during the recent primary campaign.

Three of the '02's—Ethel Bell, Louise Monson and Myrtle Fuller—make up the better part of the teaching force at Eagle Bend.

All of the teachers at Evansville are graduates of the Moorhead Normal. Jelmer Bengtson is in charge and Nellie Erickson, Elizabeth Long and Grace Toms are his assistants.

Miss Anna Walla, '02, writing from Duluth, says: "I am at present teaching a B 6th grade in the Jefferson school of this city and enjoy my work. The city offers numerous advantages in an educational line, seems to have a progressive spirit, and induces to advancement. During the Thanksgiving vacation we have had the pleasure of hearing Frank H. Hall of Aurora, Ill., and also Mrs. Jessie L. Gaynor of St. Joseph, Mo."

NEWS COMMENT.

Work has begun on the street car line.

The Daily News for November twentieth printed a fetching account of an attempted burglary at the Burnham mansion in the still hours of the night before.

Dr. and Mrs. D. C. Darrow, Mr. and Mrs. Joseph V. Godfrey and Miss Godfrey of Boston gave a charming euchre party on the evening of November twenty-eighth to about fifty guests.

At the business meeting which followed the program given by the Livingston Society. Nov. 17, the motion to buy one copy of Reed's Rules of Order was carried. Hereafter the Society will always have an easily accessible authority on Parliamentary practice.

The physical science department has purchased about fifty dollars worth of apparatus among which are a Crooke's Tube and Fluoroscope for X-ray work, a lecture table galvanometer, a Ruhmkorff's coil and several other minor pieces.

The Livingston Society held its regular business meeting for the election of officers, Nov. 19, in Room 26. The following officers were elected: President, Hannah Boe; Vice President, O. E. Ronningen; Secretary, Stena Henderson; Treasurer, Caroline Nelson; Doorkeeper, Louis Larson. The new officers will enter upon their duties immediately after the next program is given.

The basket ball team of the Moorhead high school has had a remarkably successful season. The girls have played most all of the

teams in their own class in the neighborhood, and are still looking for fresh fields to conquer. In the rhythmic language of one of their most enthusiastic supporters, they have yet to meet their first defeat. May the day be long in coming!

Miss Eaton gave a reception to her friends of the two cities on the evening of November twentieth. The entertainment was literary and musical, and the appointments were correspondingly simple and tasteful. Neat programs were distributed, announcing the numbers and giving the cast of characters in the play and a synopsis of its scenes. Miss Leonard sang, and President Weld gave Shakespeare's King John, which he had arranged for interpretative reading. Refreshments were served from the Red Room.

The installation of Rev. Clair B. Lattimer, as pastor of the First Presbyterian Church of this city, occurred at the church Wednesday evening, November fifth. Rev. A. H. Carver of Brainerd presided and delivered the charge to the people. The sermon was preached by Rev. G. L. Wilson, formerly of this city, now of Mandan, N. D. Rev. O. P. Rider of Fergus Falls gave the charge to the pastor.

A special meeting of the Livingston Society was called Nov. 7, in Room 26, to consider the question of subscribing for a state paper. The committee appointed to consult the Board of Control reported that this board does not furnish the school with any papers; whereupon the society voted to subscribe for a state paper for half the remaining school year. The Minneapolis Journal, the paper selected, made its appearance in the Library, Nov. 13.

The Owls again haunt the Normal building on Saturday nights. The nocturnal doings of these mysterious birds are said to be highly diverting to the participants but they are certainly annoying to chance couples who wish to "spoon" on the front steps on mild evenings. Much curiosity has been aroused over the "mystic wink" of the Owls. This peculiar wink has been observed by many and is supposed to serve instead of the grip of other secret organizations.

The first of the series of high school debates for determining the district championships will occur on the evening of December 12th. At this time Fergus Falls will debate with Ada, Perham with Detroit, and Crookston with East Grand Forks. The Moorhead team will not enter the lists against the other schools until the second series. The question which is to be debated this year is "Resolved, That United States senators should be elected by direct vote of the people."

Miss Mears, who has recently traveled in Europe, gave a delightful little talk on her impressions of Italian life at the meeting of the Augustine society, Nov. 10. She also read a story for children entitled, "A Neapolitan Boy," which vividly portrayed the peculiar and intensely interesting environment of the children of Naples. The other numbers on the program were musical selections and readings, all of which were creditable and well received.

In accordance with the provisions of its constitution, the Augustine society held a regular election of officers on Wednesday, Nov. 19. Following a few expressions regarding the attitude of the general committee towards the society, a motion to print two hundred copies of the constitution was passed. The following officers were then elected: President, R. A. Hill; vice president, Julius Skaug; secretary, Charlene Child; treasurer, Alice Hendrixson; and doorkeeper, Eugene Askegaard.

* * * * *

The new debating rules submitted by the University of Minnesota and recently approved by the University of Iowa are certainly better than the old way of proceeding in such contests and might be used to advantage in our debating societies. Under the new rules all speakers will have the same time limit and will have time for a rebuttal speech. Twelve minutes is allotted each contestant for his first speech and five minutes for his rebuttal. The new arrangement will practically do away with the so-called leader and distribute the work equally among the speakers.

* * * * *

Thanksgiving day was observed in most appropriate fashion at Wheeler Hall. Miss Eaton not only made arrangements for the entertainment of the members of the Hall but also for their friends; and about fifteen people gave their attention to the immense turkeys, the cranberry sauce, the mince pie and the innumerable other delicacies associated with the day of Thanksgiving. After dinner all gathered in the reception room where piano solos, humorous readings, songs by four owls, games, dancing, stories and all manner of good things conspired to make the occasion a delightful one.

* * * * *

The Normal school is well represented in the choirs of the different churches of the city. In the Congregational choir Ray McCubrey, Ruby Pilot, Flora Tripp and Dora Hanson are singing under Mrs. Burnham's direction; in the Episcopal church Charlene Child, Grace Adler, Sibyl Tillotson and Harry Babst are members of the choir; in the Methodist church the voices of Eugenia Colehour, Alice Crummet and Emily Lindquist are regularly heard with the singers; and in the Presbyterian church Bessie Van Houten, Wayne May, and Ella Staples are three of the members of the church quartette. The school takes a lively pride in the noble work of these young singers, the accomplishments of some of whom are of a high order.

* * * * *

A communication has been received from the Mankato Normal which proposes that the two schools arrange for a joint debate. No definite plan was proposed nor a distinct time set, but the communication solicits the attention of the students to a very vital matter. Every encouragement should be given this proposition. Every effort should be made, and that speedily, to enlist the hearty and undivided interest of every student. If the school decides to meet Mankato—and it will fail of a fine opportunity and a high responsibility if it does not—the team that upholds our honor should be the best that the whole school can afford. And it should prove itself the best by a series of preliminary contests arranged in such a way as to awaken the widest effort and enthusiasm. In this way, too, the members of the team, whether as individuals or as an organization, will be best able to cope with the question in hand. Let's have done with petty quibbles about machinery, and societies and departments; what we want is good live blood to fly our colors and defend them. Let's have a school team, with the school's power in it, and the school's support behind it.

CHRONICLE.

Nov. 1. Three ring circus at the Hall in celebration of Hallowe'en—Boys go home to vote.—Fritz Waterberg visits friends.—Fargo College vs. U. N. D. at Fargo. Score 6-6.

Nov. 3. Rowland Robinson rhetorical at Congregational church.

Nov. 4. Election day; many of the boys are home to vote.

Nov. 5. Junior class meets in room 23.—Althea Boen leaves for home on account of illness.

Nov. 6. Boys return to school.—Students show great interest in election returns.—Mr. Hill's work in county auditor's office at Crookston contributed greatly to Columbia county's success.

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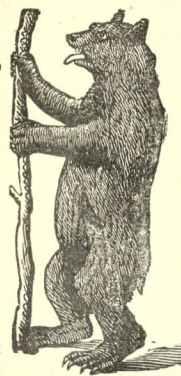
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Nov. 7. Miss Child, instructor in physics and chemistry at Moorhead high school, visits science department and Miss Olson also of M. H. S. visits Latin class.—Basket Ball girls out in uniform.—Mabel Hannay of St. Hilliare enters school.

Nov. 8. Meeting of the English Literature Club at the home of Dr. Kerr.—Pres. McFarland of Valley City Normal, Mr. Hancock of Fargo and Mr. Pete, president of N. D. Normal Board, visit school with a view of getting ideas for contemplated addition at Valley City.—New piano placed in room 33.—U. N. D. vs. A. C. Score 47-0.—Program for winter term posted.—Mr. Chambers has article on "Hints at a Course of Study" in "Education."

Nov. 10. Meeting of Augustine society in Music room.—Lillie Rushfeldt returns from Hawley.

Nov. 11. Extras at Wheeler Hall on account of rain.—Mr. Ronningen and Miss McGuire late again for chemistry.—Mrs. Chambers has charge of classes in psychology and social science.

Nov. 12. Athletic association meets to hear report of treasurer.—Foot ball material stored away for next year.—Rev. and Mrs. Webster take dinner at Wheeler Hall.

Nov. 14. Miss Osden absent. May Kinyon has charge of class in Methods in Reading.—Girls not members of Wheeler Hall listen to a talk on Hygiene by Miss Eaton.—Test in chemistry.—A's meet in room 26 to select colors.

Nov. 15. Visitors in school: Miss Henderson, teacher of expression in Moorhead high school; Miss Amidon, in charge of department of reading and music at Valley City Normal; Miss Walsted, '01, and Miss Johnson, '02, grade teachers at Frazee; and Miss Godfrey of Boston.

Nov. 17. Livingston society meets in music room.—J. Frank Fouche gives a dramatic reading at Fraternity Hall.

Nov. 19. Literary societies elect officers for the winter term.—Chemistry class tests the air in different parts of the building.

Nov. 20. Reception at Wheeler Hall.—Mr. Mickens visits school.

Nov. 21. Extempore speeches in Reading class.—James Billsboro and Emil Larson register for winter term.

Nov. 24. Juniors wear their colors, maize and blue.—Henry Mackall, '02, visits.—Eugene Field rhetorical at Congregational church.—Club dance at Fraternity Hall.—Philosophers' Club meets.—Examinations on work of Fall term.

Nov. 25. Text book library the busiest place in the building.—Examinations.—Students leave on evening trains.—Only a few left at the Hall.

Nov. 26. Hall and buildings almost deserted.

Nov. 27. Members of Wheeler Hall entertain guests at Thanksgiving dinner.—Boys go to see "Foxy Quiller" in the evening.

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Life so sweet and goes so very soon.
Tune only for a song—
A smile—a blossoming,
With now and then an hour
For silence and content."—*Harper's.*

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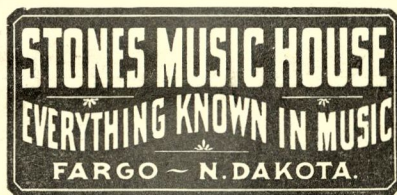
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